



## Walhalla Middle

177 Razorback Lane  
Walhalla, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	719 Students	
<b>Principal</b>	Charles Middleton Jr	864-886-4485
<b>Superintendent</b>	Dr. Michael Lucas	864-886-4400
<b>Board Chair</b>	Harry B. Mays, Jr.	864-972-3629

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Average
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

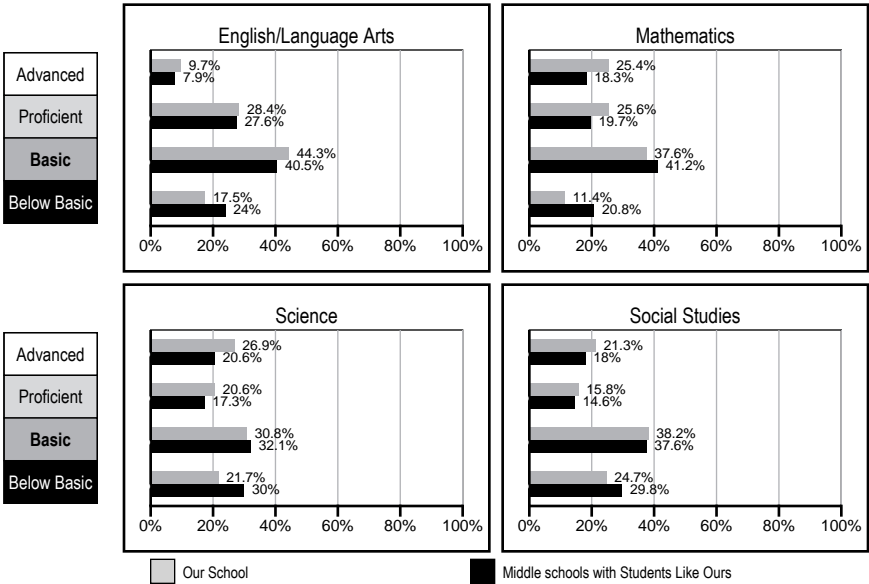
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	28	12	2

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	99.3	97.8
English 1	0	96.6
Physical Science	0	52.4
All Subjects	99.3	97.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=719)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	62.0%	Up from 48.4%	26.1%	19.4%
Retention rate	0.1%	Down from 0.4%	1.6%	1.8%
Attendance rate	95.7%	Down from 96.2%	95.8%	95.8%
Eligible for gifted and talented	27.3%	Down from 27.4%	19.7%	15.3%
With disabilities other than speech	17.3%	Up from 16.5%	12.6%	12.9%
Older than usual for grade	0.7%	Down from 2.1%	2.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.5%	Down from 9.2%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	69.4%	Up from 61.5%	55.9%	55.0%
Continuing contract teachers	79.6%	Down from 80.8%	75.0%	70.6%
Teachers with emergency or provisional certificates	2.4%	Up from 2.3%	4.5%	5.4%
Teachers returning from previous year	88.1%	Up from 87.6%	86.8%	83.4%
Teacher attendance rate	96.7%	No Change	95.0%	94.9%
Average teacher salary	\$47,842	Up 5.1%	\$45,170	\$44,706
Professional development days/teacher	15.9 days	Up from 13.9 days	12.6 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.7 to 1	22.5 to 1	20.1 to 1
Prime instructional time	91.3%	Down from 91.7%	89.2%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.5%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,850	Up 1.9%	\$6,544	\$7,097
Percent of expenditures for instruction*	66.6%	Up from 65.8%	64.3%	64.4%
Percent of expenditures for teacher salaries*	62.1%	Up from 62.0%	60.1%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2007-2008 school year was another productive one for Walhalla Middle School in various ways. We were recognized for the third consecutive year by the SDE Education Oversight Committee for Closing the Achievement Gap, this year in the area of Hispanic Learners Math. Principal Chuck Middleton was honored to address the EOC with the different strategies and methods used at WMS to achieve this honor. Two hundred and eighty-seven of our 719 students (40%) took advantage of opportunities and earned high school credit in Algebra I, Geometry, and/or Keyboarding. For the sixth consecutive year, we had 100% of our regular education students passing the end of course exam in Algebra I. Of the 146 students who attempted the exam, 13 scored a perfect 100 and 85 scored A's or B's.

Our concentration this year was placed on disabled learners ELA and Math, those being the only two of 25 subgroups that weren't successful on the PACT test for AYP determination. ZAP (Zeroes Aren't Permitted) was introduced to allow students the opportunity to complete, make-up, or improve work without penalty to improve mastery of subject standards. This was an initiative of our Making Middle Grades Work program, of which we successfully completed our first site visit by our MMGW visiting team. Positive Behavior Intervention continued with a decrease in the number of discipline referrals for this year.

The care and generosity of our staff, faculty, students, and the community was again evident as we donated over \$12,000 to various charities and to supporting our own students and staff that were in need. MAP testing continued to be a valuable asset for teachers to assess students' needs for success.

The Fine Arts Program and Athletic Programs were again successful, capturing local, regional, and state honors and performing at various functions before local and collegiate audiences. In addition, our girls basketball team completed an undefeated season.

We have extremely high expectations for all students, and the parental and community support was evidenced with over 4200 volunteer hours logged by parents and community persons. We appreciate the support and together we can assist our students as they prepare for their future and their next level of education.

Charles Middleton Jr, Principal  
Jamia Oakley, PTO/SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	200	138
Percent satisfied with learning environment	100.0%	79.0%	90.4%
Percent satisfied with social and physical environment	100.0%	81.8%	83.0%
Percent satisfied with school-home relations	100.0%	82.9%	80.6%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 20 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.0%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	722	99.9	17.5	44.3	28.4	9.8	50.1	50.9	48.2	Yes	Yes
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## Gender

Male	363	100	25.6	44.3	24.1	6	40.2	43	41.7	N/A	N/A
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Female	359	99.7	9.3	44.3	32.7	13.7	60.1	59.3	55	N/A	N/A
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## Racial/Ethnic Group

White	606	99.8	17.2	41.7	30.5	10.7	52.7	54.1	60	Yes	Yes
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African American	21	100	36.8	42.1	21.1	0	31.6	35.4	31.7	I/S	I/S
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
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Hispanic	89	100	16.1	62.1	16.1	5.7	35.6	39.2	38.4	No	Yes
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
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## Disability Status

Disabled	125	100	51.3	41.9	6	0.9	11.1	16.1	16	No	Yes
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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## English Proficiency

Limited English Proficient	85	100	15.7	66.3	15.7	2.4	32.5	38	36.9	No	Yes
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## Socio-Economic Status

Subsided meals	337	99.7	28.8	50.3	17.1	3.8	32	38.8	34	No	Yes
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## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	722	99.9	12.3	38.2	22.1	27.4	61.8	50.9	45.8	Yes	Yes
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## Gender

Male	363	100	14.1	37.4	21	27.6	59.2	51	45.6	N/A	N/A
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Female	359	99.7	10.5	39.1	23.3	27.1	64.4	50.9	45.9	N/A	N/A
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## Racial/Ethnic Group

White	606	99.8	10.7	37.2	22.4	29.8	64	54.9	59	Yes	Yes
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African American	21	100	47.4	31.6	21.1	0	26.3	28.4	26.9	I/S	I/S
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
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Hispanic	89	100	16.1	48.3	19.5	16.1	52.9	41.7	38.1	Yes	Yes
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
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## Disability Status

Disabled	125	100	35.9	53.8	4.3	6	21.4	21.6	17.1	No	Yes
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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## English Proficiency

Limited English Proficient	85	100	15.7	50.6	20.5	13.3	51.8	44.4	38.7	Yes	Yes
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## Socio-Economic Status

Subsided meals	337	99.7	20.6	43	21.2	15.2	49.1	38.3	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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## Science

All Students	486	100	21.7	30.7	20.6	27	47.6	35.1	35.7	95.7	96.3
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## Gender

Male	242	100	21.7	28.9	19.1	30.2	49.4	37	37.4	95.4	96.3
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Female	244	100	21.6	32.5	22.1	23.8	45.9	33.1	33.8	96.1	96.2
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## Racial/Ethnic Group

White	410	100	18.6	30	22.1	29.3	51.4	38.8	49.2	95.6	96
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African American	11	100	55.6	33.3	0	11.1	11.1	15.8	17	97.3	97.2
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	50	58	96.8	96.8
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Hispanic	61	100	36.1	34.4	13.1	16.4	29.5	23.1	24.9	96.1	97.1
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.4
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## Disability Status

Disabled	78	100	52.1	27.4	15.1	5.5	20.5	11.9	14	94.7	95.2
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
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## English Proficiency

Limited English Proficient	58	100	37.9	36.2	12.1	13.8	25.9	21.3	24.4	96.3	97.3
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## Socio-Economic Status

Subsided meals	232	100	36.4	32.3	13.4	18	31.3	24.2	21.1	94.6	95.7
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## Social Studies

All Students	484	100	24.7	38.1	16	21.2	37.2	33.5	34	95.7	96.3
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## Gender

Male	247	100	21.6	33.1	19.1	26.3	45.3	37.6	36.6	95.4	96.3
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Female	237	100	27.9	43.4	12.8	15.9	28.8	29.1	31.3	96.1	96.2
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## Racial/Ethnic Group

White	402	100	22.8	36.8	16.6	23.8	40.4	35.9	44.5	95.6	96
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African American	17	100	40	53.3	6.7	0	6.7	20.9	19.1	97.3	97.2
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	96.8	96.8
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Hispanic	60	100	32.8	43.1	15.5	8.6	24.1	23.5	27.5	96.1	97.1
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.4
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## Disability Status

Disabled	90	100	54.2	32.5	6	7.2	13.3	15.8	14.4	94.7	95.2
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
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## English Proficiency

Limited English Proficient	56	100	35.2	44.4	13	7.4	20.4	21.1	27.3	96.3	97.3
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## Socio-Economic Status

Subsided meals	226	100	37.6	43.2	10.3	8.9	19.2	22.6	21	94.6	95.7
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	235	100	13.7	40.7	29.2	16.4	45.6
	7	204	100	19	34.4	37.4	9.2	46.7
	8	257	100	18.8	43.7	28.2	9.4	37.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	253	100	17	44.9	28.7	9.3	38.1
	7	248	100	13.6	48.7	28	9.7	37.7
	8	221	99.6	22.6	38.5	28.4	10.6	38.9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	235	100	9.3	27	38.1	25.7	63.7
	7	204	100	8.7	28.7	29.2	33.3	62.6
	8	257	100	13.5	51	23.7	11.8	35.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	253	100	12.1	32	24.3	31.6	55.9
	7	248	100	10.2	33.5	20.8	35.6	56.4
	8	221	99.6	14.9	51	21.2	13	34.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	119	100	26.5	33.3	17.1	23.1	40.2
	7	203	100	25.1	34.4	17.4	23.1	40.5
	8	127	100	17.4	36.4	15.7	30.6	46.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	127	100	28.2	23.4	26.6	21.8	48.4
	7	248	100	18.6	36	18.6	26.7	45.3
	8	111	100	20.8	27.4	17.9	34	51.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	116	100	11.8	40.9	29.1	18.2	47.3
	7	203	100	30.8	31.3	11.8	26.2	37.9
	8	130	99.2	18.7	56.1	17.1	8.1	25.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	127	100	16.9	32.3	21.8	29	50.8
	7	248	100	30.1	35.2	11.4	23.3	34.7
	8	109	100	21.6	52	19.6	6.9	26.5

Abbreviations for Missing Data

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